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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: the effects of a federal compensatory reading program on academic achievement; variables affecting the reading growth rate of learning disabled children; enhancement of the reading achievement of minority children; reading programs for American Indian students; the language-learning system approach to reading; effects of correction and reward procedures on word reading skills of disabled readers; a program to improve reading, self concept, and classroom behavior; the influence of social reinforcement on reading behavior; grapheme discrimination training in children predicted to develop reading difficulties; a reading program for mildly handicapped children; the use of college students as reading tutors and contingency managers for adolescents; the effect of Head Start experiences on academic achievement; a migrant children's supplementary reading program in Florida; the effect of perceptual training in the classroom; teachers' perceptions of characteristics of underachievers in reading; and variables related to student progress in a reading tutorial program. (GW)

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THE EFFECTS OF A FEDERAL COMPENSATORY READING PROGRAM ON THE ACADEMIC ACHIEVEMENT OF EIGHTH AND NINTH GRADE STUDENTS

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AN ANALYSIS OF SELECTED VARIABLES AFFECTING THE READING GROWTH RATE OF LEARNING DISABILITY CHILDREN

Brooks, John David

THE EFFECTS OF A REMEDIAL READING PROGRAM ON SELECTED READING STUDENTS IN THE FOURTH, FIFTH, AND SIXTH GRADES

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ENHANCING READING ACHIEVEMENT AMONG MINORITY CHILDREN THROUGH PRACTICE DESIGNED TO INDUCE A PROBLEM-SOLVING SEARCH-SET

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STUDENT AND TUTOR VARIABLES RELATED TO STUDENT PROGRESS IN A READING TUTORIAL PROGRAM

THE EFFECTS OF A FEDERAL COMPENSATORY READING PROGRAM ON THE ACADEMIC ACHIEVEMENT OF EIGHTH AND NINTH GRADE STUDENTS

BAKER, Stephen Monroe, Ed.D.
University of Virginia, 1976

Major Adviser: William H. Seawell

PURPOSE

A federal compensatory reading program was organized for eighth and ninth grade students at King William High School, King William County, Virginia for the 1975–1976 school year. The compensatory reading program was the result of a needs assessment conducted by school officials, students, and citizens of King William County. The compensatory reading program was developed to improve the academic achievement of students who were deficient in reading skills.

The problem was providing empirical evidence to determine whether or not desirable gains were being made. Moreover, empirical data could provide a basis for determining whether or not the program should be continued.

The major purpose of the study was to determine whether or not there were significant differences between the academic achievement of eighth and ninth grade students who were enrolled in a federal compensatory reading program and the academic achievement of eighth and ninth grade students who were not enrolled in the federal compensatory reading program. The specific purposes were focused on the three content areas of reading, language arts, and mathematics as being representative of academic achievement. Reading was considered to be a crucial skill for academic achievement in other content areas.

PROCEDURES USED IN THE STUDY

Sixty-four students were assigned to the federal compensatory reading program, and sixty-four students were assigned to a control group. Students who were in either the compensatory group or the control group were selected from a population of eighth and ninth grade students who scored in the lowest quartile on the total reading section of the Science Research Associates Achievement Series.

Red Form E of the SRA Achievement Series was administered as a pretest to each student in the study during October of 1975. The alternate Form F was administered as a posttest during April of 1976. The mean gain scores in reading, language arts, mathematics, and the weighted composite of the three were computed for each group. Sixteen null hypotheses were formulated and tested to determine whether or not there were significant differences between the compensatory and control groups. Independent t-tests were used to test the null hypotheses at the .05 level of confidence.

FINDINGS

Three null hypotheses were rejected, and thirteen null hypotheses were accepted. The following statistically significant differences were found: 1. Students who enrolled in the compensatory reading program demonstrated significantly greater achievement in reading than did students who were assigned to the control group. 2. Average achieving students (between one standard deviation above the mean and one standard deviation below the mean) who were enrolled in the compensatory reading program demonstrated significantly greater achievement in reading than did students who were assigned to the control group. 3. Students who were assigned to the control group demonstrated significantly greater achievement in mathematics than did students who were enrolled in the compensatory reading program.

CONCLUSIONS

An analysis of the results of the study, in general, seemed to indicate a rejection of the assumptions found in the literature that compensatory reading programs were essential to academic achievement in other content areas. A loss in reading achievement on the part of the control group, however, confirmed that disadvantaged adolescent students regressed in reading achievement without compensatory assistance. The significant achievement in reading for the compensatory group, in general, supported the findings of other studies found in the literature. Further research concerning the effects of compensatory reading on other academic areas appeared to be justified.

Order No. 77-7599, 135 pages.

AN ANALYSIS OF SELECTED VARIABLES AFFECTING THE READING GROWTH RATE OF LEARNING DISABILITY CHILDREN

BRAUNBERGER, Alfred Hal, Ed.D.
Brigham Young University, 1976

Chairman: Glen E. Thomas

The purpose of this study was to determine if eight selected variables would discriminate between the remediated and not remediated reading group of 1,224 learning disability children involved in an individualized diagnostic reading program, in grades one to six in Granite School District. The relationship between reading growth and grade placement, sex, IQ, socioeconomic status, schools, and time spent in the program was also considered.

The Slosson Intelligence Test was administered prior to placement in the program. The Gray Oral Reading Tests were administered prior to and following the eight month study.

Discriminant analysis was used to determine which combination of the eight variables were useful in the correct classification. Two variables, time, which was inversely related, and gain necessary to reach grade level, were determined discriminant factors in remediation. An analysis of co-variance was applied to the reading growth: IQ, grade placement, schools, and the interaction between grade placement and sex were found significant.

Order No. 77-4816, 125 pages.

THE EFFECTS OF A REMEDIAL READING PROGRAM UPON SELECTED READING STUDENTS IN THE FOURTH, FIFTH, AND SIXTH GRADES

BROOKS, John David, Ed.D.
East Texas State University, 1976

Adviser: James B. Wilson

Purpose of the Study: The purpose of this study was to determine the effectiveness of a specifically designed remedial reading program on a selected group of students. The following questions were answered: 1. Will the remedial reading program improve reading achievement? 2. Will the remedial reading program improve self-concept? 3. Will the remedial reading students achieve a better attitude toward reading as a result of the remedial reading program? 4. Will the remedial reading students achieve a better attitude toward school

as a result of the remedial reading program? 5. Will the grade-point averages of the remedial reading students improve as a result of the remedial reading program?

Procedure: The students selected for this study were students enrolled in the fourth, fifth, and sixth grades in the Lamar County elementary schools. The remedial reading group of sixty-four students comprised the total number of students who were participating in the remedial reading program during the 1975–76 school year and who had an IQ of eighty or higher and were reading one grade level behind reading expectancy.

Using the differences between the means of the pretest and posttest scores from the Science Research Associates Test, Tennessee Self Concept Scale, Attitude Toward School Inventory, Inventory of Reading Attitude, and grade-point averages, the total group and the subgroups from each grade level were compared. The correlated t-test was used to test the significance of difference between the means obtained for the total group and the subgroups. The 0.05 level of confidence was used as a basis for the acceptance or rejection of the null hypotheses.

Findings: The statistical comparison of pretest and posttest results of this study indicated that the remedial reading program produced no significant improvement in the area of total reading achievement in the total group or in any subgroup. There was a significant improvement in the area of attitude toward school in the total group but none in any subgroup. There was a significant improvement in the area of attitude toward reading in the total group and in the fifth- and sixth-grade subgroups. No significant improvement was indicated in the fourth-grade subgroup. There was no significant improvement in the area of grade-point average in the total group or in any subgroup. There was no significant improvement in the area of self-concept in the total group or in the fifth- and sixth-grade subgroups. Significant improvement was indicated in the fourth-grade subgroup in self-concept.

Conclusions: The results of this study indicated that the remedial reading program was significantly effective in the improvement of student attitudes toward reading and school. However, the program produced little or no significant improvement in the areas of self-concept, total reading achievement, and grade-point average. Order No. 77-9623, 121 pages.

ENHANCING READING ACHIEVEMENT AMONG MINORITY CHILDREN THROUGH PRACTICE DESIGNED TO INDUCE A PROBLEM-SOLVING SEARCH-SET

COX, Melanie Griffin, Ph.D.
The University of Alabama, 1976

This study was concerned with the question of what could be done to elevate the reading achievement, thereby fostering dramatic achievement gains, of minority fifth-grade children who were functioning two or more grade levels below their academic grade. Reading comprehension was approached as a problem-solving activity. Instructional practice designed to induce a problem-solving search-set was provided to 54 experimental subjects; a control group of 85 subjects received no such practice. Instruction was effected through the use of audio tapes and incorporated an objectives-based approach using criterion-referenced materials. Problem-solving process subskills of extracting, retrieving, and combining information were emphasized. It was believed that children could be taught problem-solving skills which would assist them in arriving at a correct solution to a problem. Three forms of a modified standardized reading achievement test were used to measure subjects' performance over time. The three forms of the test were randomly assigned as pre, interim, and posttests to schools within the experimental and control groups. The data were analyzed via a 3x3 Latin square design and a 2x2 factorial design. The results indicated that the experimental treatment failed to effect significant improvement in subjects' performance over time. A depressing treatment effect was indicated. The experimental hypothesis was rejected at the .05 level of significance. There was insufficient evidence to reject the null hypothesis in the direction of the experimental hypothesis. Order No. 77-12,182, 123 pages.

AN ALTERNATE CLASSROOM APPROACH TO MEETING SPECIAL LEARNING NEEDS OF CHILDREN WITH READING PROBLEMS

ENFIELD, Mary Lee, Ph.D.
University of Minnesota, 1976

The project presented in this paper was one school district's attempt to confront the problem of illiteracy through the intervention of an alternative instructional technology. The rationale for developing such a program was based on the concurrent concepts that children learn differently due to both environmental and/or physiological factors and, because of these differences, an alternative instructional technology must be implemented to allow all children the right to learn to read.

The major hypothesis of the study was if children who failed or were predicted to fail to learn to read in an analytic approach were placed in a true alternative instructional system, they would achieve measurable academic progress at a significant level. The alternative instructional system used in this study was in direct contrast to the whole word-meaning (primarily analytic) approach to reading. This alternative was a systematic, direct (primarily synthetic) approach to reading instruction which used multisensory techniques and materials.

A high incidence of children reading below grade level and/or their ability level, a large referral load for tutoring, and impressive data from a pilot study were the major factors which indicated a need for an alternative approach.

The program was implemented by a corps of teachers who went into all first, second, and third grade classrooms and trained classroom teachers through demonstration teaching. The classroom teacher continued teaching this approach; and the demonstration teacher continued to demonstrate new materials and techniques periodically, supply all materials, and continued to develop program.

The original sample consisted of 665 children in a suburban school system randomly selected from all children in grades one, two, and three who scored IQ 90 or above on a standardized intelligence test, but fell below the 25th percentile on reading and spelling measures.

The study covered the initial three years of program implementation. The evaluation was based on a series of behavioral objectives which were designed to yield measurable results on standardized tests. Pre- and post- testing, as well as yearly testing, was done by the school psychologists. Attrition of the sample was considered in the tabulation of yearly data.

Data were based on results obtained from the Jastak Wide Range Achievement Test: Reading and Spelling Sections, Gates-MacGinitie Reading Tests: Vocabulary and Comprehension Sections, and The Iowa Test of Basic Skills: Vocabulary, Comprehension and Spelling Sections.

A second section of the results compared district-wide reading test scores before the project and two years into the project.

A third piece of information was compiled from the responses to surveys administered to teachers, principals, and parents.

The results of the three-year study were as follows: 1. The sample showed significant achievement at either a .001 to .05 level on a majority of the instruments. 2. There was a significant reduction in the number of children requiring tutoring services as well as in the referral lists for tutoring. 3. The sample made greater yearly gains than a similar group of students had made in previous tutoring programs. 4. The yearly teacher cost per student was greatly reduced compared to tutor cost per pupil in the tutoring program. 5. There was a reduction of students district-wide who fell below grade level after two-year implementation of the project as measured by the district testing program. 6. Survey results from teachers, principals, and parents all showed a positive response to the program.

Thus, results of the study showed that measurable academic achievement occurred over a three-year period with an identifiable group of children whose learning process could best be accommodated by a true alternative instructional technology. Order No. 77-12,799, 125 pages.

AN EVALUATION OF EIGHT READING PROGRAMS IMPLEMENTED FOR INDIAN STUDENTS IN NORTH AND SOUTH DAKOTA

FOX, Sandra Jean, D.Ed.
The Pennsylvania State University, 1976

The purpose of this study was to provide information about the success of eight Bureau of Indian Affairs Title I reading programs through statistical analysis and to describe and analyze the eight programs with regard to criteria for exemplary Title I programs issued by the United States Office of Education.

The Title I reading programs evaluated in this study were those of eight Indian schools in North and South Dakota. The students were primarily of the Chippewa and Sioux Tribes. At the beginning of the school year 1973-74 students in the eight schools were pretested; they were posttested at the end of the school year. During the school year these students received instruction in Title I remedial reading programs in addition to instruction in the regular school reading programs. Analysis of Variance with Repeated Measures was used to statistically analyze gains made from pretest to posttest.

The findings of this study supported the hypothesis that Indian children given supplemental, Title I, reading programs show significant change in their reading ability after one year in the program. Gains made were significant at the .01 level. The hypothesis that Indian children given supplemental, Title I, reading programs show significant differences in reading ability between alternate grade levels after one academic year in the programs was supported for all but two schools. Differences shown between alternate grade levels were significant at the .05 level.

The school programs which had the best gains also ranked the highest when rated against meeting the criteria for an exemplary Title I program. The gains made by these three schools were not found to be significantly greater, however, than the gains of the other five schools. Therefore, it was concluded that the study did not clearly support the statement that adherence to the Title I criteria for exemplary reading programs tends to predict a degree of reading improvement for Indian children in Title I reading programs, but it was speculated that closer adherence to the criteria might very well provide reading programs which would produce better gains. Order No. 77-9547, 96 pages.

THE EFFECTS OF INDIVIDUALIZING INSTRUCTION BY THE USE OF MULTI-SENSORY MULTI-MEDIA LEARNING CENTERS ON READING AND ARITHMETIC ACHIEVEMENT OF INNER-CITY CHILDREN

JACOB, Jasmine Fernando, Ph.D.
Michigan State University, 1976

The Purpose

The purpose of this study was to determine the effects of an individualized instructional approach on inner-city school children. More specifically, the study attempted to determine what effect an individualized, diagnostic, prescriptive instructional approach has on achievement gains in arithmetic and reading and whether children in such a program evidence greater independence than children not in the program.

The content in both subjects remained the same for the experimental and control students, only the method of instruction was changed so the experimental students learned through multi-sensory, multi-media, learning centers.

The Hypothesis

The general hypothesis tested was that the children who receive the experimental treatment in reading and arithmetic will have higher achievement scores on the California Achievement Test reading and arithmetic batteries than the children who receive the control treatment and that the experimental children will evidence more independence as measured by a questionnaire.

The above general hypothesis was particularized in the following statistical sub-hypotheses: 1. There is no difference in achievement in reading between the experimental and control groups. 2. There is no difference in arithmetic achievement between the experimental and control groups. 3. There is no difference in reading achievement between the girls and the boys in the two groups. 4. There is no difference in arithmetic achievement between the girls and the boys in the two groups. 5. There is no difference in reading achievement between the high ability students or the low ability students in the two groups. 6. There is no difference in arithmetic achievement between the high ability students or the low ability students in the two groups. 7. There is no difference in the number of children exercising self-direction and independence in the two groups.

Procedures

The sample selected for this study consisted of 211 inner-city fifth and sixth grade students from Seely McCord and Martin Luther King Jr. Elementary Schools in Benton Harbor, Michigan.

The design of the study was the non-randomized control group pre-test, post-test design. This design was used since the researcher was unable to achieve the rigorously controlled design that requires the subjects to be assigned to comparison groups at random; therefore, equivalent pre-assembled groups were used.

The univariate analysis of covariance was applied to the above statistical sub-hypotheses.

Findings

Using an analysis of covariance of the California Achievement Test scores with the pre-test scores used as the covariate and the post-test scores used as the dependent measure it was found that: 1. The subjects in the experimental reading program achieved significantly higher than the subjects in the control program. 2. There was no significant difference between the experimental and control groups in arithmetic achievement, however, high ability students in the experimental arithmetic program achieved slightly more than the high ability control students and the low ability control students achieved slightly more than the low ability experimental students in arith-

metic. 3. The girls in the experimental reading program achieved significantly higher than the girls in the control program. The girls in the control program scored hi_ r than the boys in the control program. 4. Sex differences were not significantly related to achievement in arithmetic for either of the groups. 5. High ability students in the experimental reading program scored significantly higher than the high ability control students. 6. The low ability students in the experimental reading program achieved significantly higher than the low ability control students. 7. An appreciably higher number of experimental students displayed independence and self-direction than the control students.

The conclusion is that individualizing instruction for reading by the use of multi-sensory, multi-media learning centers accounts for increased achievement gains on the California Achievement Test and that individualizing instruction in reading and arithmetic promotes self-direction and independence as measured by a questionnaire, observations, and general comments by students and teachers.

Order No. 77-5830, 156 pages.

EFFECT OF THE LANGUAGE-LEARNING SYSTEM APPROACH TO READING WITH SECOND, THIRD, AND FOURTH GRADE REMEDIAL READERS

KELLOGG, Joni Kay, Ed.D.
Northern Arizona University, 1976

Adviser: Ed Sage

This study describes and investigates the effects of a language-learning system approach in remedial reading with second, third, and fourth grade students. The language-learning system allowed for systematic development of reading skills and the interrelating of oral language activities into the remediation program. The results of the approach were evaluated as well as compared with the results for control groups of students involved in a traditional remedial reading program.

Analysis of variance were conducted for groups, sex, and pre- post-test results for vocabulary, comprehension, word study skills, and total reading at each grade level.

Significant differences were found on three of the twelve analyses between experimental and control groups. In each statistically significant case, an experimental group demonstrated superiority. Females scored significantly higher in two analyses. There was no significant difference in any on the analyses between experimental males and control males. Experimental females scored significantly higher than control females on one analysis, that of second grade word study skills. Post-test results were significantly higher than pre-test results in eleven of the twelve analyses.

It was recommended that remedial reading programs be instituted in schools where there were a number of students in the remedial category, and that the oral language/reading approach be further studied in kindergarten, first and second grades.

Order No. 77-12,287, 139 pages.

EFFECTS OF CORRECTION AND REWARD PROCEDURES ON ACQUISITION AND TRANSFER OF WORD READING SKILL IN DISABLED READERS

LLOYD, John Wills, Ph.D.
University of Oregon, 1976

Adviser: Barbara D. Bateman

The purpose of the present study was to assess the effects of two facets of error correction on the word reading skill of disabled readers. It was designed to investigate whether: (a) word lists would be mastered more rapidly under conditions in which a whole-word or a sound-it-out correction was used, (b) word lists would be mastered more rapidly when a corrected response was rewarded, and (c) different correction procedures would have different effects on reading of words similar and dissimilar to those used during training. The study was conducted as a laboratory analog to remedial tutoring sessions. Twenty-four summer reading clinic students of elementary-grade age acted as subjects; they were at least one and one-half years below grade level in reading. The children were randomly assigned to two groups; for error correction one group received a model of the whole word (MOD) and then pronounced it, while the other group was directed to sound out (SIO) the word and then pronounce it. During the training phase the children learned to read aloud two lists of nonsense words; these materials (Lists 1 and 2) were each composed of ten orthographically legal letterstrings individually printed on cards and assigned regular pronunciations; the order in which the lists were presented was counterbalanced. During the training on one list, whenever the learners pronounced the word correctly after having been corrected they were awarded a token (TOK condition) while, during training on the other list, when a correction had been completed no reward was administered (NOT condition). Each subject's performance during training yielded two scores, one for each list; a score reflected the number of times a list was presented prior to achievement of mastery (i.e., the number of trials to a criterion of two consecutive correct repetitions of a list). The transfer activity, conducted immediately after training, required that the children read three more lists of nonsense words; during this phase, however, no corrections were made and the children read each list only once. One of these lists (List 3) was very similar to the lists used during training; it used the same graphemes recombined into the same type of words. Another list (List 4) was less similar to the training lists; it was composed of letters and word types used previously plus letters and word types not used in training. The last list (List 5) was composed of words randomly selected from those used during training. The number of words that a subject read correctly on each of Lists 3, 4, and 5 constituted the dependent measure. Data from the acquisition phase of the study were analyzed by a 2 x 2 (type of correction x reward condition) repeated measures analysis of variance. The results of this analysis revealed no significant differences on correction (MOD vs. SIO) or reward (TOK vs. NOT) factors, and no significant interaction. Data from the transfer phase of the study were analyzed by a 2 x 2 (type of correction x lists) repeated measures analysis of variance. Results of this analysis revealed no significant differences between the two correction groups (MOD vs. SIO) and no significant interaction. A main effect for lists [$F_{2,44} = 44.19$, $p < .001$] was found; a posteriori analyses revealed that the children's performance on all three lists differed significantly (List 5 > List 3 > List 4). The failure to find main effects for correction or reward procedures may have been the result of several factors. First, the statistical power of the experiment, which could not be determined in advance, was found to be low, making the study relatively insensitive to possible true differences. Second, the sample selected may have been sufficiently heterogeneous that treatment differences were obscured by individual differences. Third, the effects of the correction procedures may have been masked by the emphasis placed on sounding out words evident in the reading programs from which the children were drawn. Fourth, some combination of these factors may have interacted to obscure extant true differences. Fifth, there may be no significant differences in the effects of these treatments. Order No. 77-13,205, 71 pages.

A JUNIOR HIGH SCHOOL COMPENSATORY READING PROGRAM: TEN CASE STUDIES

McKAY, Caroline Emerson, Ph.D.
Case Western Reserve University, 1976

The setting of the study is a compensatory reading program, funded under Title I of the Elementary and Secondary Education Act, which took place at Kirk Junior High School in East Cleveland, Ohio, during the period from October 2, 1972, to May 30, 1973.

The problem of the study is the identification of elements which may affect the acquisition of word perception skills by underachieving seventh grade students. The study's context is established through presentation of an historical perspective of the reading program, and through the extension of that perspective in the review of literature, in categories of culture and compensatory education, age, and learning. Within the socio-psychological context thus established, case studies of ten students who participated in the program are analyzed.

Reading performance of the students in the case studies is analyzed qualitatively on the basis of information furnished by the Gray Oral Reading Inventory; student characteristics in relation to reading performance are analyzed on the basis of a standard of comparison formed by the summary of the review of literature. Analyses are focused upon the problem of the study through a series of curricular questions which lead to identification of elements which may affect the acquisition of word perception skills by underachieving seventh grade readers.

No data were sought by the author beyond the data normally gathered under the program of the school and in the normal course of the reading program. A limitation of the study is the subjectivity inherent in analytical research.

The study is concerned with the acquisition and extension of word perception skills, which comprised the instructional emphasis of the reading program; a limitation exists in the lack of specific attention to other developmental skills of reading.

Sources of data used include standardized reading tests, Board of Education project proposals for out-of-district funding, the junior high school curriculum guide, the reading teachers' program log, newspaper and periodical articles, teacher records, observation charts, an interest inventory, and an excerpt from a retrospective taped discussion by the reading teachers who staffed the program.

The study finds early adolescence to be a hopeful time for development of basic reading skills by underachieving students. The study indicates that, given continued access to the means for skill development, competence in word perception would probably be attained by most of the students in the case studies.

A curricular goal is proposed relating to the reading development of underachieving junior high school students. Related objectives are stated in terms of the responsibility of student and teacher. Instructional strategies are suggested for reaching the objectives. In the identification of elements which would be necessary to implement the strategies, the answer to the problem of the study is reached.

Conclusions relating to the socio-psychological context of the reading program are given. Implications are stated for curriculum and instruction, and for teacher training. Recommendations for further research are given.

Order No. 77-12,003, 244 pages.

EVALUATION OF A JUNIOR HIGH SCHOOL PROGRAM DESIGNED TO IMPROVE READING, SELF-CONCEPT, AND CLASSROOM BEHAVIOR

MILLER, Margery Staman, Ed.D.
University of Pennsylvania, 1976

Supervisor: Ralph C. Preston

Two groups of seventh grade students designated for remedial reading classes were examined before and after thirty weeks of instruction in their respective programs. The question under investigation was whether a program with an emphasis on the development of a more positive self-concept and improved classroom behavior in addition to improved reading competency could produce significant differences between the Experimental and Control groups who were found to have similar raw scores on the three instruments at the pre-test stage of the study and who were statistically similar with regard to I.Q., socio-economic status, and chronological age.

Subjects of the study were fifty-seven students (31 in the Experimental group and 26 in the Control group) in the seventh grade reading classes of two junior high schools in Lower Merion Township during the 1972–1973 school year. They had been assigned to remedial reading on the basis of poor sixth grade performance on the Total Language section of the Metropolitan Achievement Test and recommendations by their sixth grade teachers.

Treatment for the Experimental and Control groups consisted of a thirty-week program in reading provided by two different reading teachers. The Experimental program, designed to bring about changes not only in reading competency, but also in self-concept and classroom behavior, utilized certain principles of self-concept theory and behavior modification theory that were not applied in designing the Control group's program.

Instruments used to evaluate the effects of the Experimental and Control programs were: the short form of the Coopersmith Self-Esteem Inventory (administered after one month of school and 26 weeks later to measure change in self-concept); the Stanford Diagnostic Reading Test, Level II (administered before and after a 30-week instructional period to measure reading achievement or change in reading competency); and the Coopersmith Behavior Rating Form (administered after one month of school and 26 weeks later to assess classroom behavior).

The findings do not indicate significant differences between the Experimental and Control groups' final scores with regard to reading competency, self-concept, or classroom behavior. Findings in a correlation matrix, however, support the assumed inter-relationships of reading, self-concept, and classroom behavior explored in the literature. Replication is needed with larger numbers and over a longer period of time to give the carefully developed Experimental curriculum an enlarged opportunity to demonstrate its potential worth.

Order No. 77-4677, 119 pages.

SOCIAL ACKNOWLEDGMENT OF READING: MULTIPLE SCHEDULE EFFECTS

PHELAN, Pamela Louise, Ph.D.
The University of Florida, 1976

Chairman: Donald Avila

This study investigated the influence of social reinforcement on the reading behavior of children enrolled in a tutorial reading center. Four black third grade pupils from a Gainesville, Florida elementary school served as subjects. The basic data were daily rates of Flash Card responses and Oral Reading responses. Programmed instruction materials were adapted for use in this study. The study was divided into three experiments, each comprised of two experimental phases. The basic question being asked was whether there is a predictable relationship between the Multiple schedule of social reinforcement and the subjects' mean rates of response.

Social reinforcement was delivered by university students who functioned as tutors. Two tutors were assigned to each subject. The tutors taught subjects on alternate days in one-to-one sessions over a six-week period.

Experiment I investigated Multiple schedules of social reinforcement of correct responses in which the two Multiple schedule components were a Variable Ratio schedule and a Fixed Interval schedule. Schedule components assigned to tutors in Phase I were switched in Phase II. Experiment I included three subexperiments. The Variable Ratio schedule was expected to generate higher rates of responding than the Fixed Interval schedule in both phases.

Experiment II used a slightly different design called a contrast design. Multiple schedule components were equivalent in Phase I and in Phase II one of the components was changed. Correct responses were reinforced. Phase I components were a Variable Interval schedule and one of these was replaced by a Variable Ratio schedule in Phase II. A contrast effect was expected. Similar rates of responding were expected in Phase I. In Phase II the rates for the changed tutor were expected to increase from Phase I to Phase II and the rates for the unchanged tutor were expected to decrease from Phase I to Phase II.

Experiment III, similar to that of Experiment I, investigated the effects of Multiple schedules in which one of the two components reinforced error responses. The tutor that reinforced corrects in Phase I reinforced errors in Phase II, and the tutor that reinforced errors in Phase I reinforced corrects in Phase II. Experiment III was comprised of two subexperiments. Reinforcement was delivered on equivalent Fixed Interval schedules in the first subexperiment and on equivalent Variable Interval schedules in the second one. Higher rates of correct responses were expected to be generated by the tutors who reinforced corrects in both phases. Likewise, higher rates of error responses were expected by the tutors who reinforced errors in both phases.

The results of the three experiments were not in the expected direction. Two limitations of this study may have influenced the results. First, precise measurement of rate of response was impossible since the time used for reinforcement delivery was included in the total time used to calculate rate. Second, the verbal statements used by the white tutors as reinforcers may not have been reinforcing to the black subjects. This study demonstrates clearly, however, that social reinforcement research can be conducted on an educationally relevant behavior in a public school setting.

Order No. 77-8212, 124 pages.

GRAPHEME DISCRIMINATION TRAINING IN CHILDREN PREDICTED TO DEVELOP READING DIFFICULTIES

PROEGER, Terry Shannon, Ph.D.
The University of Florida, 1976

Chairman: Paul Satz

The total population of kindergarten children at an urban elementary school was administered a behavioral screening battery designed to identify potentially poor and superior readers. Twenty-four children whom the battery predicted would develop severe reading problems were randomly divided into experimental (N=7), treated comparison (N=6), and untreated control (N=11) groups. All subjects were administered a paper-and-pencil match-to-sample letter discrimination pretest. The experimental and comparison groups were also administered a match-to-sample test on the training apparatus. The experimental group was then given 6 weeks of faded distinctive feature discrimination training. The comparison group was given 6 weeks of traditional multiple feature discrimination training. The control group received only regular classroom experience.

Following training, the treatment groups were readministered the match-to-sample test on the training apparatus. All three groups were also readministered the paper-and-pencil match-to-sample test. The treatment groups were then given 8 weeks of grapheme-phoneme training by another experimenter. Three months after the original letter discrimination training, all subjects were readministered the paper-and-pencil match-to-sample test. The Beery Developmental Test of Visual-Motor Integration was also administered, and teacher ratings of each subject's classroom performance were obtained. The paper-and-pencil match-to-sample test was administered a fourth time one year after the original letter discrimination training. The Beery Test of Visual-Motor Integration was readministered at this time and teacher ratings of each child's classroom performance were again obtained. Two additional measures, tests of word matching and word recognition, were also administered one year after the discrimination training. The teacher ratings were used as criterion measures to eliminate false positive subjects from the data analysis.

One purpose of the experiment was to evaluate the effectiveness of two methods of letter discrimination training with children predicted to develop severe reading difficulties. No significant differences were present between groups on any of the match-to-sample discrimination tests. It was concluded that neither method of discrimination training was more effective than regular classroom teaching in improving letter discrimination performance. Another purpose of the experiment was to evaluate the combined effect of grapheme discrimination and grapheme-phoneme training on more general reading related performances. No significant differences were present between groups on teacher ratings of classroom performance or on the word matching and word recognition tests with one exception: significantly more treatment than control children were rated by their teachers as able to recognize most of the letters of the alphabet. Treatment children were also found to have performed significantly better than control children on the Beery Test of Visual-Motor Integration. This difference between groups on the Beery, however, was not present 9 months after the termination of training. It was concluded that grapheme discrimination training combined with grapheme-phoneme training was no more effective than regular classroom teaching in generally improving reading related skills. The combined training did appear to be more effective than regular classroom teaching in improving alphabet recognition and visual-motor performance, two skills which involve visual discrimination.

Order No. 77-6897, 91 pages.

THE DEVELOPMENT AND VALIDATION OF A MANAGEMENT SYSTEM FOR A SELECTED READING PROGRAM

ROSEN, Albertina, Ed.D.
Utah State University, 1976

Major Professor: Dr. Alan Hofmeister

Integration of mildly handicapped children into regular classrooms has revealed the need for the modification of existing materials that could be used for individual prescriptions and a system for managing the procedures for the individualization of instruction. The purpose of this study was to develop and validate a management system for a selected reading program to be used for teaching reading to mildly handicapped children in regular classrooms. A nine-step management system was developed for Programmed Reading (Buchanan & Sullivan Associates, McGraw-Hill Book Company, 1963, 1968). Ninety-nine pupils from four elementary schools participated in the study and were randomly assigned to the experimental group or the control group. The experimental group included 50 pupils from nine classrooms. The control group consisted of 49 pupils from 10 classrooms. There were nine teachers in the experimental group. A pretest posttest control group design was employed. The experiment covered a period of 7 months. Data were collected three times, one pretest and two posttests, using the Wide Range Achievement Test--Reading subtest and a Criterion Referenced Reading Test. Analysis of covariance, using the pretest scores as the covariate, was used to analyze data gathered from the Wide Range Achievement Test and the Criterion Referenced Test. The overall F value did not reach the required significance level. However, Part I--Sounds of the Criterion Referenced Test yielded an F value that was significant at the .05 level. The teacher rating indicated that the management system was effective in motivating students to practice reading skills. The teachers indicated that those components of the management system for teaching, practicing, and timing sound-symbol associations were effective. The teachers felt that all the steps in the management system were time consuming and would require added manpower in the classroom.

Order No. 77-8487, 211 pages.

COLLEGE STUDENTS AS CONTINGENCY MANAGERS FOR ADOLESCENTS IN A PROGRAM TO DEVELOP READING SKILLS

SCHWARTZ, Geraldine Jerri, Ph.D.
McGill University (Canada), 1976

The effects of using behavior modification procedures and an individualized tutorial program to remediate skill deficits in reading in adolescent subjects were investigated by this study. Forty-two college students were trained as reading tutors and contingency managers for grade seven students. Significantly greater increases in reading scores of experimental groups, compared to control groups, substantial improvement in target behaviors, and significant changes in expressed verbal responses toward the reading process were observed after 10 weeks of treatment. The results suggest that the subjects were motivated by these procedures to pursue academic objectives, and that early adolescence, a period of high drive and change, may be a particularly appropriate period for compensative activities.

THE ROLE OF SELECTIVE ATTENTION IN DECODING

SCHWORM, Ronald William, Ph.D.
University of Illinois at Urbana-Champaign, 1976

It was the purpose of this study to measure the effects of a specific intervention technique designed to increase the selective attention of students when decoding words. It was theorized that children learning to read begin to use invariant or regular spelling-to-sound patterns as functional units to decode words. Research indicates that generalization of units across words is developmental, informal, and generated by reading experience. However, many students do not develop adequate strategies for decoding words. It was hypothesized that because of faulty attention, inadequate readers may not identify and recognize functional units needed to make such generalizations.

Twenty-three second to sixth grade students demonstrating poor decoding skills, limited sight word vocabularies, choreiform movement, and ineffective performance on perceptual-motor tasks were selected as subjects for the study. Instruction consisted of activities designed to prompt subjects to name and differentiate selected vowel patterns, attend to the medial position of words, and use subskills to name unfamiliar words.

Subjects were assigned randomly to one of two experimental groups, or an intact control group. The experimental treatment differed in the amount of the subskill instruction offered to assist subjects to decode words. All subjects were repeatedly measured on four dependent variables. Data on the dependent variables was collected at five evaluation points, the first two serving as a do-nothing baseline period. After the baseline condition was completed subjects received 16 sessions of one-to-one instruction from specially trained tutors.

Analysis of the scores revealed that all hypotheses comparing Experimental Group performances with Control Group performances were supported. Two hypotheses predicting a difference in performance between the two Experimental Groups were not supported.

As a result of intervention subjects increased the number of words correctly decoded both with and without vowel patterns, and decreased the number of mispronounced words when reading in context.

The study demonstrated that deliberate and systematic instruction that directs the selective attention of subjects to specific stimulus properties of words can increase decoding behaviors of inadequate readers. The training procedures used deliberately isolated units of information, reduced response alternatives, and taught subjects usable strategies for decoding unfamiliar words. The techniques demonstrated that ineffective word naming can be changed within an economical amount of instructional time. The hypothesis that learners must identify and organize the stimulus before responding effectively was tentatively supported by the outcomes of this study.

Order No. 77-9174, 223 pages.

A STUDY OF THIRD-GRADE ACADEMIC ACHIEVEMENT DIFFERENCES BETWEEN DISADVANTAGED STUDENTS WITH HEAD START EXPERIENCES AND NO HEAD START EXPERIENCES

SMITH, Alice, Ed.D.
University of Southern Mississippi, 1976

Scope and Method of Study

The purpose of this study was to determine the academic achievement differences, including variables in regard to race and sex, between disadvantaged third-grade students who had Head Start experiences prior to entering the public schools and

disadvantaged third-grade students who had no Head Start training prior to entering school. The study involved seven third-grade classes enrolled in the public schools as well as in a Follow Through Program. All low-income students who had two years previous Follow Through experience were selected to participate in the study. The evaluation of academic differences was made on the basis of data obtained from administering the study population a standardized test during the three years investigated by the study. Two null hypotheses were tested in the study: 1. There is no significant difference in the amount of academic achievement of low-income Follow Through Head Start third-grade students and the same age low-income Follow Through third-grade group who had no Head Start experience. 2. There is no significant difference in the amount of academic achievement of low-income Follow Through Head Start third-grade students and the same age low-income Follow Through third-grade group who had no Head Start experience when compared on the basis of race and sex.

Findings and Conclusions

The results of this study indicated there was no significant difference in the amount of academic achievement of low-income Follow Through Head Start third-grade students and the same age low-income Follow Through third-grade group who had no Head Start experience when compared on the basis of total achievement, race, or sex in the third grade as well as for each of the two preceding years. On total achievement, the non-Head Start group scored higher than the Head Start group on mathematics for grades one, two, and three; whereas, the Head Start group scored higher on both language and spelling. When compared on the basis of race, Head Start black girls consistently scored higher than non-Head Start black girls on all variables except mathematics; whereas, non-Head Start white girls scored higher on spelling. In the comparison based on sex, Head Start girls scored higher on the total batteries for grades one, two, and three, which contrasted with scores on total achievement and contrasted with the comparison of non-Head Start boys and Head Start boys where all the total battery scores favored the non-Head Start group. When boys and girls were compared upon entrance to school, the non-Head Start girls scored higher than Head Start boys, and Head Start girls scored higher than non-Head Start boys. It should be further noted that the word meaning subtest of the Metropolitan Readiness Test was significantly different when comparing Head Start black girls versus non-Head Start black girls, Head Start boys versus non-Head Start boys, Head Start girls versus non-Head Start girls, and Head Start boys versus non-Head Start girls. The Head Start group scored significantly higher than the non-Head Start group when comparing girls and when comparing black girls. The non-Head Start group scored significantly higher when comparing boys and when comparing Head Start boys and non-Head Start girls.

Order No. 77-5971, 113 pages.

THE TEST DATA IMPLICATIONS OF FLORIDA'S MIGRANT CHILDREN'S SUPPLEMENTARY READING PROGRAM

STRETCHER, Lorraine Kimbrough, Ed.D.
The University of Florida, 1976

Chairman: Ralph B. Kimbrough

During the past five or six years Reading Management Systems encompassing reading skills that are criterion-referenced have become widely used in some school systems and in some special reading programs. Specifically, in Florida the Criterion Reading Assessment Program is used as a supplementary reading program for children of migratory agricultural workers.

The purpose of the study was to identify which of the reading skills as measured by the Criterion Reading Assessments were critical to high achieving readers and low achieving readers among migrant pupils in Florida. One hundred and twenty second grade pupils, and 120 third grade pupils were assessed on 145 reading skills. The top 30% of the 120 pupils at each grade level were defined as high achieving readers and the bottom 30% of the 120 pupils at each grade were defined as low achieving readers. Using this definition for high achieving readers and low achieving readers, 49 second grade pupils and 59 third grade pupils were included in the analysis of 96 reading skills.

Skills that were passed by 75% or more of the high achieving readers, but 25% or less of the low achieving readers, were defined as critical skills. These skills were analyzed for the total grade group, and for each racial group within the total group of high achieving readers and low achieving readers.

The following conclusions were reached in the study: 1. There were no critical skills differentiating high achieving readers and low achieving readers among migrant pupils in the second or in the third grade. 2. There were no critical skills differentiating high achieving readers and low achieving readers among black migrant pupils in the second grade or in the third grade. 3. There were two critical skills identified among brown migrant pupils in the second grade. They were Skill 75-Identifying final single consonant sounds; and Skill 93-Identifying the main idea. 4. There were no critical skills differentiating high achieving readers and low achieving readers among white migrant pupils in the second grade or in the third grade. It should be noted, however, that the size of the group of low achieving brown students was too small to be significant. There were no critical skills identified in the total second grade group, the total third grade group, or within the other racial subgroups. The number of whites in both the second grade and the third grade was also too small to be significant. This small number makes the findings exploratory in nature and dictates a need for further study.

A Pearson correlation of the Stanford Reading Achievement Test scores and the Criterion Reading Assessments was positive for the second grade pupils and the third grade pupils. The correlation coefficient for second grade brown pupils was .7405 significant at the $p < .001$ level. A correlation coefficient for all groups was less than .50. A Kendall correlation of the Stanford Reading Achievement scores and the Criterion Reading Assessment scores was positive for all groups, however, the correlation coefficient for each group was less than .50.

Order No. 77-8223, 174 pages.

THE EFFECT OF PERCEPTUAL TRAINING IN THE CLASSROOM

TAYLOR, Edith Mary W., Ed.D.
Wayne State University, 1976

Major Professor: Morrel Clute

The purpose of this study was to determine if students in Project Follow Through, a federally funded program which had perceptual training as a part of its curriculum, achieved in reading at a significantly higher rate than those who were not project participants. An ancillary purpose was to focus attention on the need for early detection and intervention in the regular classroom setting.

The data for this study were collected from four schools (two experimental and two control) as well as from schools to which pupils later transferred. A purposive sample of thirty percent was used. Pupils included in this sample had (1) normed test scores in reading available at three specific times during the six years examined for the study (first, third and sixth grades) and (2) each graduate of Project Follow Through (indicated by completion of four years in the program).

Three hypotheses were developed and tested.

They were to: (1) test the significance in first grade reading achievement scores for the experimental group as compared with the reading achievement scores of the control group of pupils, (2) test the differences in third grade reading scores for the experimental group as compared with the reading achievement scores of the control group of pupils, and (3) test the differences in sixth grade reading achievement scores for the experimental group as compared with the reading scores of the control group.

Significant differences were found in the hypotheses measured. An analysis of the data indicated students in the Follow Through program achieved at a significantly higher rate in reading than those in the control groups.

Conclusions

The overall findings of this study were supportive of the following conclusions that (1) perceptual training in the regular classroom setting is effective in facilitating that perceptual growth which can be measured in terms of positive academic gains (i.e., reading achievement); (2) the diagnostic/prescriptive technique is a valuable, effective system of examining children's learning patterns and helping them become more willing, competent learners; (3) the regular classroom teacher can, with proper instruction (or guidance from the various related disciplines) identify, prescribe and individualize instruction for "problem" students with resultant spin-off benefits to all students; (4) where at all possible, all learning should be within the regular class for two reasons: (a) whatever learning principles apply to handicapped children apply to all children, (b) there is adequate evidence to support the claim that "special" children actually perform better in regular classes, because of the stimulation provided by the more able children; (5) the earlier the problem is identified the higher the success index in terms of remediation.

Order No. 77-9457, 109 pages.

TEACHERS' PERCEPTIONS OF VARIOUS CHARACTERISTICS OF INTERMEDIATE GRADE UNDERACHIEVERS IN READING BEFORE REFERRAL FOR CLINICAL DIAGNOSIS

TITUS, Vivian Eileen Shaver, Ph.D.
The Ohio State University, 1976

Adviser: Dr. James Kerber

This study was conducted to answer the question: "What are teachers' perceptions of physiological, sociological, psychological, and educational characteristics which are used to identify underachievers in reading before making the decision to refer the child to a reading clinic within public schools?" A second purpose was to develop a Checklist for Identifying Intermediate Grade Underachievers for teachers use.

A ten page questionnaire relating to the four categories of characteristics was designed and distributed to twenty schools of Columbus, Ohio. A random sample was selected of intermediate grade teachers to participate in the study.

The questionnaire was combined into twenty-four independent variables for convenience of statistical analysis. The variables were distributed among the four major categories: (a) physiological; (b) sociological; (c) psychological; (d) educational. The overall Kuder-Richardson coefficient of 0.9487 indicated the instrumentation's reliability.

Vision and audition were the only two physiological characteristics indicative of underachievers in reading according to teachers' perceptions. Sociological characteristics as perceived by teachers did not seem to be important for identifying underachievers. Teachers seemed to perceive psychological factors, which included intelligence, psychological variates, and personality as of most importance. Educational characteristics ranked very high in importance as perceived by intermediate grade teachers.

No significant differences were indicated in the analyses between grades 4, 5, or 6.

Also, there were no significant interrelationships between teachers' vita of age, sex, teaching experience, or recent courses in reading or workshops. The relationship of the teachers' perceptions of underachievers in reading and the schools' socioeconomic status were also analyzed. No significant relationships were indicated.

A Checklist for Identifying Intermediate Grade Underachievers was developed from this study.

Order No. 77-10,611, 244 pages.

THE EFFECTS OF A SUPPLEMENTARY PROGRAM DESIGNED TO ENHANCE SELF-CONCEPT AND NEED ACHIEVEMENT ON READING ACHIEVEMENT

WHITE, Hazel Lee, Ph.D.
Southern Illinois University, 1976

Major Professors: Dr. John T. Mouw and Dr. Harold Bardo

This study was initiated as the result of an increased concern by educators for the prevailing reading disability and as a result of a desire to provide classroom teachers and reading specialists with practical information concerning instructional plans and materials for improving reading achievement. This study was designed to investigate the relationship between self-concept, need achievement and reading achievement and the effects of a supplementary program designed to enhance self-concept and need achievement on reading achievement.

The variables were defined according to the instruments administered in the study: the California Reading Test, the Piers-Harris Children's Self-Concept Scale, the Socio-Cultural Experience Checklist, and the N Achievement Checklist.

The subjects for the investigation included 68 students (34 fifth graders and 34 sixth graders) enrolled in remedial reading classes in an elementary school located in a southwestern Mississippi town. They were divided into two groups forming the experimental and the control groups. The experimental group was taught reading through the school's adopted reading program and the supplementary program designed to enhance self-concept and need achievement, while the control group was exposed to only the school's adopted reading program.

The supplementary program consisted of thirty-one, twenty-five minute sessions, and of three major types of activities. The first was application of principles that should be incorporated into the regular classroom instructions. These principles were considered essential in promoting a positive self-concept and a need for achievement.

The second type of activity consisted of experiences that were complementary to regular classroom instructions. These included goal setting activities, point and star systems, and word and reading games. Basically, these activities were used for the student to compete as individuals and as teams.

The third type of activity consisted of experiences that were designed especially to promote the establishment of a positive self-concept and need achievement. These activities included written and oral exercises and games. The written exercises were presented in workbook form.

The data for the subjects were analyzed by using a multiple regression technique. The findings of the study were: (1) Self-concept, as measured in this study, was not shown to be a useful predictor of reading achievement. (2) Need achievement, as measured in this study, was shown to be a useful predictor of reading achievement. (3) A supplementary program designed to enhance self-concept and need achievement, as measured in this study, was not shown to be useful in improving reading achievement. Speculations were made as to the reason self-concept did not contribute significantly to reading achievement. Also, speculations were made as to the reason the supplementary program did not add significantly in changing reading achievement. Implications of this study were made relative to self-concept and need achievement as they relate to the reading teacher.

Order No. 77-6271, 151 pages.

STUDENT AND TUTOR VARIABLES RELATED TO STUDENT PROGRESS IN A READING TUTORIAL PROGRAM

WILLEY, Diane Leigh, Ph.D.
The University of Iowa, 1976

Supervisor: Professor Lowell A. Schoer

The use of tutoring to provide remedial instruction has become increasingly popular since the 1960's. The benefits ascribed to tutoring have included improved academic achievement, self-esteem, attitudes toward school, and social behavior of either students, tutors or both. However, most evaluations of tutoring programs are anecdotal accounts rather than data studies.

Tutoring programs can be classified as emphasizing either an open nonstructured relationship between student and tutor or skills development using structured materials. Rosenshine and Furst (1969) concluded that structured programs were the more successful ones. Few studies have attempted to identify correlates of program effectiveness other than structure. There are virtually no data on the student and tutor characteristics and behaviors related to student achievement.

The present study was planned to search for student and tutor variables related to student progress in a structured summer tutoring program.

Elementary and junior high students deficient in reading performance were individually tutored for six weeks. The tutors were paid high school and college students and adults.

Criterion variables were number of tutoring books completed and residual gain scores on six achievement measures (word recognition, oral reading, spelling, auditory discrimination-2, and visual-motor coordination) and two affective measures (self-esteem and locus of control). Independent variables were a number of student characteristics, tutor characteristics, and observation measures of tutor behavior during tutoring.

Two types of analysis were performed. First, multiple regression analyses were used to determine the contributions of the student and tutor variables to each criterion variable. Second, the most and least effective tutors for each criterion variables were identified, based on their students' residual gain scores, and compared on a number of tutor variables.

In the regression analyses, the pretests accounted for most of the posttest variance; the significant contributions of the independent variables were small. Nine student characteristic, 14 tutor characteristic, and six tutor behavior variables were significant predictors of at least one criterion variable. Three tutor-variables--degree of dependability, degree of tenseness, and frequency of use of aversive disapproval during tutoring--were significant predictors of more than one.

In the extreme-group analyses, 13 tutor characteristic and six tutor behavior variables significantly differentiated between the most and least effective tutors for at least one dependent variable. Six characteristic variables were significantly different for more than one: SES; years of education completed; proportion of parents, teachers, high school and college students and teacher aides; knowledge of phonics; belief in fostering autonomy during childrearing; and degree of sensitive emotionality.

Results for variables previously investigated included the following. Tutors' age was not significantly related to student performance. Most effective tutors for word recognition and self-esteem had completed more years of education than the least effective tutors. Most effective tutors for all dependent variables consistently were from higher SES levels and had higher phonics test scores; the SES and phonics differences were significant for word recognition and number of books completed and for spelling, visual-motor coordination, number of books completed and self-esteem, respectively. Different tutor personality characteristics were related to student improvement for different dependent variables. Degree of rapport and frequency of use of material and social reinforcement, aversive disapproval, calm disapproval, and ignoring were not consistently related to student improvement.

It was noted that in the regression analysis, 15% of the posttest measure of locus of control could be attributed to tutor variables, considerably more than for any of the achievement measures. Since initial locus of control contributed to the explanation of four achievement variables, possibly changes in student locus of control during tutoring will positively affect future student performance.

Order No. 77-13,149, 300 pages.